**Instructions**: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, “Documents file”. Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:pappemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

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| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.**  **? TracDat Help button will reveal the same cues (sorry no hyperlinks)** | **Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** |
|  | **Program Description** |  |  |
|  | Department Name: |  | Mathematics |
|  | Program Mission Statement: | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? (<http://www.deanza.edu/about/missionandvalues.html>) | PLO #1: Analyze and synthesize the concepts of mathematics from a graphical, analytical, numerical, and verbal approach.  PLO #2: Demonstrate and apply a systematic and logical approach to modeling and solving mathematical problems.  PLO #3: Use correct notation and mathematical precision in communicating mathematics.  #1 and #2 relate to the Institutional Core Competency “Critical thinking”. #3 relates to “Communication and expression”. |
| I.A.1 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Basic Skills |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. |  |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> .  Leave blank if not applicable to your program. |  |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. | 16 |
| I.B.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |  |
| I.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/  Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |  |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html> . | 72.5 |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program |  |
| I.E.3 | Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html>. | FT: (-3.1%)  Overload: (-11.9%)  PT: 7.0%  In 2014-15, only 37% of our schedule was taught as full-time load. Even with our expected hire of 4 full-time instructors starting 2016-17, our part-time to full-time ratio has been steadily increasing, to cover our increased enrollment (see II.A.1). |
| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program. |  |
|  | **Enrollment** |  |  |
| II.A.1 | Enrollment Trends | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.fhda.edu/ir/program-review.14-15.html> | 2012-13: 22,236  2013-14: 23,240  2014-15: 23,854  Enrollment has grown 7.3% from 2012-13 to 2014-15 with no net increase in full-time faculty.  There will be a temporary effect starting with the 2015-16 enrollment numbers due to a decrease in seat count from 40 to 35 in developmental classes, as negotiated by the district administration and the faculty union. |
| II.B.1 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | From 2012-13 to 2014-15, student success rate has remained constant at 64%. |
| II.B.2 | Plan if Success Rate of Program is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? Leave blank if N/A. | Our student success rate is about 60%. |
| II.C | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) | * Starting in 2015-16 the seat count in our developmental classes has been reduced from 40 to 35, as negotiated by the district administration and faculty. We taught 85 sections of developmental classes in Fall 2015, so this translates to an overall loss of 425 places in developmental classes. We would have to add just over 12 new sections to make up for the loss, which is equivalent to the quarterly load of four full-time instructors. * The state is mandating a switch to a common, state-wide assessment, and the use of multiple measures in placing incoming students into classes. The department will need to hold discussions to decide on appropriate cut-offs for the common assessment. * The state budget has forced cutbacks in counseling. This impacts our ability to continue and expand the MPS program, which has been one of our most successful tools at combatting the equity gap. * The department has taken on additional curriculum work to insure that the courses needed for transfer degrees align with the state C-ID descriptors. * The department is also creating separate curricula for honors versions of some of our courses. |
|  | **Equity** |  |  |
| III.A | Growth and Decline of Targeted Student Populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html ) | 2012-13: 7,297  2013-14: 8,066  2014-15: 8,527  Targeted population enrollment has grown 16.9% from 2012-13 to 2014-15. In contrast, the non-targeted population grew 2.6% in the same time period. |
| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | The equity gap has remained steady at 17%. The targeted population’s success rate increased from 52% in 2012-13 to 53% in 2014-15. The non-targeted population’s success rate increased from 69% to 70% in the same time period.  The plan in the 2013-14 Comprehensive Program Review included decreased class size for developmental classes, increased counseling services for math classes including at the developmental level, and expansion of MPS.  Decreased class size for developmental classes was implemented starting in 2015-16. The effects will show up in future Program Reviews.  We still need increased counseling services at all levels of math classes, including developmental; students need support in study skills and in academic planning. Our MPS counselor is not able to cover all of the MPS classes himself. We need additional counselor support dedicated to our department to fill the existing need and allow us to expand MPS.  The number of MPS classes has not substantially changed from 2012-13 to 2014-15. MPS is our most successful program at the developmental level. Expanding MPS will help efforts to close the equity gap. |
| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students. | The targeted population had a 53% success rate in 2014-15. Much of this can be attributed to lower success rates in developmental classes. Item III.B above addresses ways the department could increase success at the developmental level, which would, in turn, increase the targeted population’s success rate. |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? |  |

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|  | **Assessment Cycle** |  |  |
| IV.A | Cycle 2 PLOAC Summary (since June 30,2014) | Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled “Cycle 2 XXX PLOAC Work” and scroll to the bottom of the report for count~~.~~ Then calculate #Reflections & Analysis/#PLO statements times 100~~.~~ All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019. | 0% assessment of Program Level Outcome statements. The department has a plan for assessing all Program Level Outcomes by Winter 2019. |
| IV.B | Cycle 2 SLOAC Summary (since June 30, 2014) | Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled “Cycle 2XXX SLOAC work- Active Only” and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between Fall 2014 and end of Winter 2019. | 269% assessment of Student Learning Outcome statements. |
|  | Resource Requests |  |  |
| V.A | Budget Trends | Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. |  |
| V.B | Funding Impact on Enrollment Trends | Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <http://deanza.edu/ir/program-review.14-15.html> | The department’s enrollment has grown 7.3% from 2012-13 to 2014-15, with no net increase in full-time faculty. The limiting factors to our ability to further grow enrollment are:   * Difficulty finding qualified part-time instructors. * Limits on classroom availability in high-demand time slots. |
| V.C.1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy | Growth |
| V.C.2 | Justification for Faculty Position(s): | * Briefly, how will this position support student needs? * Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | We seek growth positions in two areas: more mathematics instructors, and a dedicated mathematics counselor.  Instructors: Starting in 2015-16 our developmental classes have a maximum enrollment of 35 students, as opposed to 40 students previously. That makes 5 fewer students per developmental section who can enroll. In Fall 2015 we offered 85 developmental sections, so 425 fewer students were able to enroll in those sections. With a maximum enrollment of 35 students per section, we will need to offer 12 extra developmental sections to make up this lost enrollment. These 12 extra sections per quarter equal the load of four full-time instructors.  From 2012-13 to 2014-15, our student enrollment and course section offerings have increased dramatically. Our full-time faculty FTEF is only 37%. 63% of our classes are taught outside of full-time regular load.  Even with our large number of long-time, part-time faculty, we have been forced to hire 10-20 new part-time instructors per year to cover the number of sections we offer. Turnover among the new part-time faculty is high. The work needed to recruit, interview, hire, mentor, support, and evaluate them is a significant burden. It is extremely difficult to find enough qualified instructors. Unless we hire more full-time faculty, we may not be able to sustain our current enrollment levels.  Counselor: We need a dedicated mathematics counselor to cover MPS sections. We already offer more sections of MPS than the existing counselor can cover, and we want to expand the MPS program. Also, the dedicated counselor could offer general advising to help us close our equity gap. |
| V.D.1 | Staff Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Growth |
| V.D.2 | Justification for Staff Position(s): | * Briefly, how will this position support student needs? * Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Instructional Associate for the computer labs. |
| V.E.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested | Over $1000 |
| V.E.2 | Equipment Title, Description, and Quantity | * Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. * Did this request emanate from a SLOAC or PLOAC process? * Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . ) | * We request $80,000 per year over the next three years to replace the computers in the lab rooms (S-42, S-44 and S-48) with laptops. (We would update one lab room per year over the next three years.) The computers in these lab rooms are becoming obsolete, and some have been breaking down. * We also request site licenses for mathematical and statistical software: MatLab, Minitab. |
| V.E.3 | Equipment Justification | * Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this equipment? * What would the impact be on the program with or without the equipment? * What is the life expectancy of the current equipment? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15) <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | New computers in the lab rooms, and site licenses for mathematical and statistical software will allow instructors to schedule lab projects for their classes. Our transfer agreements require a technology component in our statistics classes, and the technology is also by many instructors in-class at all levels.  Replacing the current, large-screen monitors with laptops would give us more flexibility with how we use the lab rooms. With the large monitors in the way, it is problematic to teach in these rooms. With laptops, it would be easy to have the students close the laptop when needed. |
| V.F.1 | Facility Request | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility. | Classrooms – the department currently has scheduling priority in 12 classrooms on campus. |
| V.F.2 | Facility Justification | * Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this facility? * What would the impact be on the program with or without the facility? * What is the life expectancy of the current facility? * How does the request promote the college mission or strategic goals? | The limited number of classrooms in which we have scheduling priority makes it very hard for us to schedule as many classes as we would like at the most popular times of day. With more classrooms we would have more flexibility in scheduling high-demand classes at high-demand times. This would make it easier for more students to take the courses they need. |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? |  |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects. | * Instructor copies of on-line textbooks. * Increased budget for photocopying. * Funding for department workshops and/or retreats. |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | * Instructor copies – many of our instructors are excited to use open educational resources such as on-line textbooks. This can be a great benefit to the students. With traditional textbooks, instructors usually receive free copies from the publishers. More instructors would be likely to choose on-line textbooks if we had copies of the textbooks available to us. * Photocopying – the current budget is extremely limited, and only allows for copying quizzes and exams. Students that want paper copies of syllabi, worksheets or other handouts are forced to print them themselves. This presents an equity issue, as not all students can afford to print out their own copies. * Workshops & Retreats – sample topics could include multiple measures and common assessment, technology training, equity solutions in the classroom, and an introduction to Common Core mathematics. These and other topics will be valuable to all members of the department. In particular, the math department has a very large number of part-time instructors, who often don’t have a chance to interact with many of their colleagues. |
| V.J. | “B” Budget Augmentation | If there is a new initiative/project that requires additional funding, please state:   * Who/what could be supported if this additional funding was awarded? * What would the impact be on the program with the funds? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> * How much money is being requested?   State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need and/or other data to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | Please refer to the Dean’s summary. |
| V.K.1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> |  |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need |  |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” | We plan to assess the outcomes of receiving additional resources by analyzing the data in light of the degree to which it supports:   * increased enrollment * decreased equity gap * improved overall success rates |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Jim Mailhot  mailhotjames@fhda.edu  x 8667 |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). |  |